DOCUMENT RESUME

ED 469 393 FL 027 474

TITLE	Educating Linguistically and Culturally Diverse Students. No Child Left Behind.
INSTITUTION	Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (ED), Washington, DC.
PUB DATE	2002-00-00
NOTE	6p.
AVAILABLE FROM	U.S. Department of Education, Office of Second Language Acquisition, 400 Maryland Avenue, S.W., Washington, DC 20002. Tel: 202-205-5463; Web site: http://www.ed.gov/offices/OELA.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Access to Education; Cultural Differences; *Diversity (Student); Educational Quality; Elementary Secondary Education; *English (Second Language); *Equal Education; Language Minorities; Language Proficiency; Limited English Speaking; Second Language Learning
IDENTIFIERS	*No Child Left Behind Act 2001

ABSTRACT

This pamphlet explains the U.S. Department of Education's mission to ensure equal access to education and promote educational excellence. The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) provides national leadership in promoting English language proficiency and high quality education for English language learners (ELLs). It administers grant programs that help every child learn English and academic content matter at high levels; provides leadership to promote appropriate state policy; collaborates with federal, state, and local programs to promote best practices; and monitors funded programs, offering technical assistance to ensure that these programs focus on outcomes and accountability. OELA carries out Title III of the No Child Left Behind Act of 2001 by including various elements of school reform in programs designed to assist ELLs. These programs emphasize high academic standards, school accountability and flexibility, research based practices, professional development, family literacy, reading, and school-community-parent partnerships. Title III programs include the State Formula Grant Program, National Professional Development Program; Native American and Alaska Native Children in School Program; Outlying Areas Program; and Elementary School Foreign Language Incentive Program. Technical assistance is available through state education agencies and the National Clearinghouse for English Language Acquisition and Language instruction Educational Programs. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 393

No Child
LEFT BEHIND

Educating Linguistically and Culturally Diverse Students

FL027474

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Department of Education

The mission of the U.S. Department of Education is to ensure equal access to education and to promote educational excellence throughout the nation.

In the United States, states and local governments have the primary responsibility for the education of learners of all ages. The U.S. Department of Education supports these efforts through effective partnerships with other levels of government, teachers, parents, businesses and the general public.

Today's Students

In the1990s, public school enrollments were transformed by an increase in the number of students who brought the richness of linguistic and cultural diversity with them to our schools. In the 1999-2000 school year, it was estimated that more than 4.4 million limited English proficient (LEP) students were enrolled nationwide. This number represented approximately 9.3 percent of the total public school student enrollment and was a 27.3 percent increase from the 1997-98 LEP enrollment. LEP student growth is expected to continue. In our schools today, more than 400 different languages are spoken by students who are eagerly trying to learn English to enjoy the opportunities our public schools and society offer.

OELA's Mission

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) provides national leadership in promoting English language proficiency and high-quality education for the nation's population of English language learners (ELLs), traditionally known as limited English proficient students or LEP students.

To carry out this mission, OELA:

- Administers grant programs that help every child learn English and academic content matter at high levels.
- Provides leadership ensuring that state policy-related decisions focus principally on the best interests of LEP students.
- Collaborates with other federal, state and local programs to promote best practices and to strengthen and coordinate services for LEP students.
- Monitors funded programs and provides technical assistance to ensure that these programs focus on outcomes and accountability.

BEST COPY AVAILABLE

No Child Left Behind

"In this great land called America, no child will be left behind."
President George W. Bush

OELA carries out Title III of the *No Child Left Behind Act of 2001* (NCLB Act) by including various elements of school reform in programs designed to assist English language learners. These programs place an emphasis on high academic standards, school accountability and flexibility, research-based practices, professional development, family literacy, reading, and partnerships among schools, parents and communities.

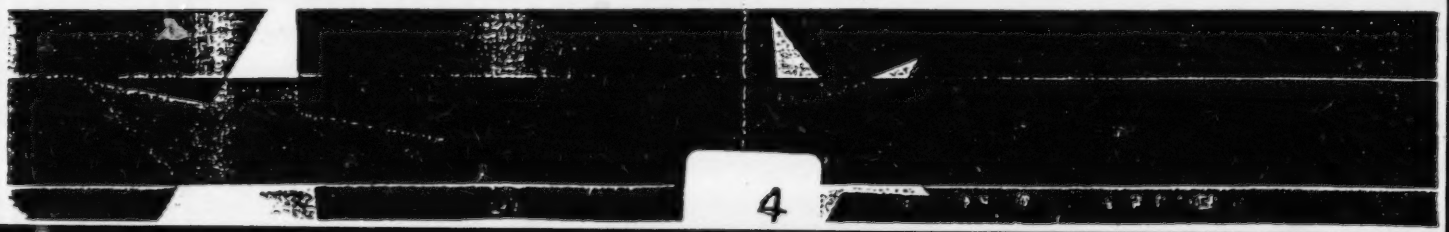
The purposes of Title III of the NCLB Act are to:

1. Help LEP students attain English proficiency.
2. Assist LEP students to achieve high levels of achievement in core academic subjects.
3. Develop high-quality language instructional education programs designed to assist state education agencies (SEAs), local education agencies (LEAs) and schools in teaching LEP students.
4. Assist SEAs and LEAs in developing and enhancing instructional education programs.
5. Assist SEAs, LEAs and schools to build their capacity to establish, implement and sustain language instructional education programs.
6. Promote parental and community participation.
7. Streamline language instructional education programs to SEAs and LEAs through formula grants.
8. Hold SEAs, LEAs and schools accountable for increases in English proficiency and core academic content knowledge for LEP students by demonstrating improvement in English proficiency and adequate yearly progress.
9. Provide SEAs and LEAs the flexibility to implement programs that are based on scientifically based research.

NCLB Act of 2001 Title III Programs

English Language Acquisition: State Formula Grant Program

Each SEA that has a plan approved by the Department is annually awarded a formula grant determined by the number of LEP and immigrant children and youths in the state. The state uses its allotment to award subgrants to LEAs that have plans approved by the state. The number of LEP and immigrant children and youths in the LEA determines the funding level of each subgrant.



English Language Acquisition: National Professional Development Program

This discretionary grant program assists institutions of higher education in consortia with LEAs or SEAs to provide professional development activities that will improve instruction for LEP students and assist educational personnel working with such children to meet high professional standards.

Native American and Alaska Native Children in School Program

This program provides grants to eligible entities that support language instructional education projects for LEP children from Native American, Alaska Native, Native Hawaiian and Pacific Islander backgrounds. It ensures that LEP children master English and meet the same rigorous academic standards all children are expected to meet. This grant also provides support for native language instruction.

English Language Acquisition: Outlying Areas

This program is a targeted, formula-based program for Guam, American Samoa, the Commonwealth of Northern Marianas and the Virgin Islands. Funds may be used to address the needs of LEP students, including immigrant students, as well as to support training, professional development and parent involvement.

NCLB Title V Program
(managed by OELA)

Elementary School Foreign Language Incentive Program (FLIP)

This formula grant program provides incentive payments to public elementary schools that provide students with a foreign language program designed to lead to communicative competency.

Technical Assistance

State Education Agencies are in 56 states and territories. They receive funding from OELA to collect data on LEP students and to provide technical assistance to school districts serving LEP students.

The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs is funded by OELA to serve as a one-stop resource center for information on educating LEP students.
Please visit: http://www.ncela.gwu.edu.

For more information,
please visit our Web site at:
http://www.ed.gov/offices/OELA.

or write to:
Maria Hernandez Ferrier, Director
U.S. Department of Education
Office of English Language Acquisition
400 Maryland Avenue, S.W.
Washington, DC 20202
(202)205-5463

No Child
LEFT BEHIND

Educating Linguistically and Culturally Diverse Students

U.S. Department of Education

Office of English Language
Acquisition, Language Enhancement,
and Academic Achievement for
Limited English Proficient Students

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").